

Toby Farms Intermediate School

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Toby Farms Intermediate School

201 Bridgewater Road
 Chester Twp, PA 19045
 (610)447-3815

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: René Garner
 Superintendent: Juan Baughn

Stakeholder Involvement

Name	Role
Lorrain Baptiste, Ed.D	Administrator : School Improvement Plan
René Garner	Building Principal : School Improvement Plan
Nichole Cogdell	Community Representative : School Improvement Plan
Mafalda Thomas-Bouzy	Community Representative : School Improvement Plan
DaKisha Saunders	Elementary School Teacher - Regular Education
Frances Santoleri	Instructional Coach/Mentor Librarian : School Improvement Plan
Lisa Kelly	Intermediate Unit Staff Member
Louise Murphy	Middle School Teacher - Special Education
Carmella Young	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Administration worked closely with the CUSD Technology Technical Assistance Support team with the implementation of the following intervention programs:

Imagine Learning

IXL Math

Flocabulary

Additional laptops and tablets to support our intervention and ELL programs were provided. The building has a technical teacher leader who provides support during the school year with the operation and trouble shooting of the Promethean Boards and Document Cameras.

The technical assistance provided is considered high quality because it supports the instructional rigor which aligns with the PA standards based curriculum.

Provider	Meeting Date	Type of Assistance
Chester Upland School District Technical Assistance Department	9/6/2016	Assistance was provided for technical support
Chester Upland School District Technical Assistance Department	10/3/2016	Promethean Board update & re-configuring equipment
Chester Upland School District Technical Assistance Department	11/7/2016	Set up of computers in lab
Chester Upland School District Technical Assistance Department	12/5/2016	Promethean Board equipment repair
Chester Upland School District Technical Assistance Department	1/9/2017	Emetrics
Chester Upland School District Technical Assistance Department	2/20/2017	IXL Program Implementation support
Chester Upland School District Technical Assistance Department	5/11/2017	PVAAS

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers were provided Benchmark assessment data during PDs and were instructed to administer and analyze schoolwide assessments to gather evidence of students' strengths, weaknesses and overall academic levels. The data provided was instrumental in assisting teachers with monitoring students' learning and progress and was beneficial in directing planning and conducting instruction. The provision of informal and formal classroom assessment allows teachers to monitor their effectiveness of ensuring students' mastery of required skills.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No

After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

The percentage of students who scored Advanced in Science /Biology of the PSSA assessment increased from a score of 0.78% on the 2013-2014 PSSA to 1.05% on the 2015 - 2016 PSSA.

Accomplishment #2:

Staff attendance during the 2016-2017 school year has remained consistently high. Overall, teacher attendance from September 6, 2016 to May 31, 2017 was 93.34%.

September	97.2%
October	94.6%
November	93.2%
December	91.6%
January	91.1%
February	89.9%
March	92.4%
April	92.7%
May	97.4%

Accomplishment #3:

Students attendance throughout grades 6th-8th have remained consistent during the 2016-2017 school year.

- Average daily attendance from September 6, 2016 to May 31, 2017 was 90% for 6th grade students
- Average daily attendance from September 6, 2016 to May 31, 2017 was 85% for 7th grade students
- Average daily attendance from September 6, 2016 to May 31, 2017 was 90% for 8th grade students

Accomplishment #4:

Developed effective policies and procedures for:

- Dismissal
- Building transitions
- Climate and Safety deployment plans
- ISS norms /Conflict and resolution

As a result of newly implemented policies and procedures the following has occurred:

Teacher results in a qualitative survey communicated feelings that the building's climate has improved and that they feel more supported overall by Administration and Climate

School Concerns

Concern #1:

In a review of our indicators for students scoring proficient or advanced on the 2015-2016 PSSAs the following performance data was measured on a decline:

Mathematics /Algebra 1

2013 - 2014	2015- 2016
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22.33%	4.87%
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ELA/Literature

2013 - 2014	2015- 2016
24.08%	13.61%

Science/Biology

2013 - 2014	2015- 2016
10.85%	7.37%

Concern #2:

The Building Level Academic Score has declined from 2013-2014 (43.0%) to 2015- 2016 (33.4%).

Concern #3:

Test participation has declined with all students in all testing subjects during the PSSA 2015 - 2016.

Test Participation Rate in Mathematics /Algebra 1 has declined from 2013 - 2014 (95.%) to 2015 - 2016 (91.67%)

Test Participation Rate in ELA/Literature has declined from 2013 - 2014 (94.%) to 2015 - 2016 (91.16%)

Test Participation Rate in Science/Biology has declined from 2013 - 2014 (94.%) to 2015 - 2016 (85.37%)

Concern #4:

Indicators in Academic Growth/PVAAS declined from the 2013-2014 school year to 2015 - 2016

Mathematics/Algebra 1 - Meeting Annual Academic Growth Expectations - 50%

ELA/Literature - Meeting Annual Academic Growth Expectations - 50%

Science/Biology - Meeting Annual Academic Growth Expectations - 50%

Concern #5:

During Benchmark data analysis, it was discovered that there was an increase in students scoring Below Basic:

Benchmark 1 - Math

6th Grade - 95% BB

7th Grade - 99% BB

8th Grade - 96% BB

Benchmark 2 - Math

6th Grade - 96% BB

7th Grade - 100% BB

8th Grade - 97% BB

Benchmark 3 - Math

6th Grade - 100% BB

7th Grade - 100% BB

8th Grade - 96% BB

Concern #6:

During Benchmark data analysis, it was discovered that there was an increase in students scoring Below Basic:

Benchmark 1 - ELA

6th Grade - 98% BB

7th Grade - 97% BB

8th Grade - 91% BB

Benchmark 2 - ELA

6th Grade - 98% BB

7th Grade - 99% BB

8th Grade - 100% BB

Benchmark 3 - ELA

6th Grade - 91% BB

7th Grade - 99% BB

8th Grade - 96% BB

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Test participation has declined with all students in all testing subjects during the PSSA 2015 - 2016.

Test Participation Rate in Mathematics /Algebra 1 has declined from 2013 - 2014 (95.%) to 2015 - 2016 (91.67%)

Test Participation Rate in ELA/Literature has declined from 2013 - 2014 (94.%) to 2015 - 2016 (91.16%)

Test Participation Rate in Science/Biology has declined from 2013 - 2014 (94.%) to 2015 - 2016 (85.37%)

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

In a review of our indicators for students scoring proficient or advanced on the 2015-2016 PSSAs the following performance data was measured on a decline:

Mathematics /Algebra 1

2013 - 2014	2015- 2016
22.33%	4.87%

ELA/Literature

2013 - 2014	2015- 2016
24.08%	13.61%

Science/Biology

2013 - 2014	2015- 2016
10.85%	7.37%

The Building Level Academic Score has declined from 2013-2014 (43.0%) to 2015- 2016 (33.4%).

During Benchmark data analysis, it was discovered that there was an increase in students scoring Below Basic:

Benchmark 1 - ELA

6th Grade - 98% BB

7th Grade - 97% BB

8th Grade - 91% BB

Benchmark 2 - ELA

6th Grade - 98% BB

7th Grade - 99% BB

8th Grade - 100% BB

Benchmark 3 - ELA

6th Grade - 91% BB

7th Grade - 99% BB

8th Grade - 96% BB

Indicators in Academic Growth/PVAAS declined from the 2013-2014 school year to 2015 - 2016

Mathematics/Algebra 1 - Meeting Annual Academic Growth Expectations - 50%

ELA/Literature - Meeting Annual Academic Growth Expectations - 50%

Science/Biology - Meeting Annual Academic Growth Expectations - 50%

During Benchmark data analysis, it was discovered that there was an increase in students scoring Below Basic:

Benchmark 1 - Math

6th Grade - 95% BB

7th Grade - 99% BB

8th Grade - 96% BB

Benchmark 2 - Math

6th Grade - 96% BB

7th Grade - 100% BB

8th Grade - 97% BB

Benchmark 3 - Math

6th Grade - 100% BB

7th Grade - 100% BB

8th Grade - 96% BB

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The Building Level Academic Score has declined from 2013-2014 (43.0%) to 2015- 2016 (33.4%).

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: 4 Domains of PA Teacher Effectiveness, Assessments (formative and summative), Teacher and Student Reflections, SAP, and Professional Development

Specific Targets: On the PSSA Math 2016- 2017, students will score:

6th - 8th Grades

4 out of 20 students will score P/A

On the PSSA ELA 2016 -2017, students will score:

6th and 8th Grades

4 out of 20 students will score P/A

7th Grade

8 out of 20 students will score P/A

*70% or more of all students will score 75% -100% on each Benchmark Assessment.

*70% or more of all students will receive a passing grade of “C” or better on the end of unit assessments.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Developing Professional Learning Communities - Implementation

Description:

IMPLEMENTATION:

The strategy will be, first, communicated during Professional Development with support from books, articles, and or excerpts on developing effective PLCs. Principal; Assistant Principal; and Instructional Teacher Leader; will be responsible for communicating the focused strategy to the staff weekly via:

1. Grade & Content Specific Group Meetings
2. Weekly Professional Developments
3. Observations/Class visits/Feedback
4. Individual Mentoring

PLCs will function by grade level for 6th-8th grades. Each grade level will have a "Teacher Leader" who will be responsible for assisting grade level partners in the collection of data for analysis. Grade Group meetings will be scheduled weekly.

Teachers will rotate through professional cycles of learning to improve their instructional practice that will allow for:

1. Trainings on specific best practices
2. Time to practice and internalize the best practices (10 days)
3. Research and Books or Articles that support the best practices
4. Instructional Rounds to de-privatize instructional practices and to create a culture of trust and collaboration
5. Reflection

Start Date: 9/4/2017 **End Date:** 6/14/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Developing PLC's - Communication

Description:

The following information regarding PLC's that will be communicated to all staff at the beginning of the school year:

Developing a PLC is an implementation step that will allow for teachers to improve their instructional practice while improving student achievement. Professional Learning Communities – during PD grade group meetings, teachers will share best practices and teachers will have the opportunity to work in collaborative teams while planning instruction to ensure the consistent implementation of effective instructional practices across all classrooms. The PLC will have a commitment to continuous improvement wherein members collectively:

- a. gather evidence of current levels of student understanding
- b. develop strategies and ideas to build on strengths and weaknesses in that learning community
- c. implement strategies and ideas developed to support continuous growth within that learning community
- d. analyze the impact of the changes to discover what was effective and what was not and make adjustments accordingly

The PLC will answer 3 guiding questions for each unit of study that will be used to create educational plans (individual and group):

1. What skill, concept, content, and or process do we want students to learn?
2. How do we know the students have learned the skill, content, concept, and or process? AND
3. How will we provide students with the appropriate interventions necessary to learn the skill, content, and or process.

Start Date: 9/4/2017 **End Date:** 6/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Monitoring and Evaluating PLC's

Description:

MONITORING and EVALUATION:

Principal; Assistant Principal; Instructional Learning Coach will be responsible for monitoring and the evaluation of the effectiveness of the PLCs. Evidence that will indicate that action step has been implemented includes:

1. PLC Agendas
2. Grade Group Agendas
3. Professional Development Agendas
4. Peer Observations Notes
5. Informal and Formal Observations (Schedule and Feedback) AND
6. Increased Student Achievement

Monitoring of the effectiveness of the PLCs will take place weekly using the above evidence, evaluation will take place on an annual basis.

Start Date: 10/12/2017 **End Date:** 6/14/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction
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Start	End	Title	Description IMPLEMENTATION:
9/4/2017	6/14/2018	Developing Professional Learning Communities - Implementation	<p>The strategy will be, first, communicated during Professional Development with support from books, articles, and or excerpts on developing effective PLCs. Principal; Assistant Principal; and Instructional Teacher Leader; will be responsible for communicating the focused strategy to the staff weekly via:</p> <ol style="list-style-type: none"> 1. Grade & Content Specific Group Meetings 2. Weekly Professional Developments 3. Observations/Class visits/Feedback 4. Individual Mentoring <p>PLCs will function by grade level for 6th-8th grades. Each grade level will have a "Teacher Leader" who will be responsible for assisting grade level partners in the collection of data for analysis. Grade Group meetings will be scheduled weekly.</p>

Teachers will rotate through professional cycles of learning to improve their instructional practice that will allow for:

1. Trainings on specific best practices
2. Time to practice and internalize the best practices (10 days)
3. Research and Books or Articles that support the best practices
4. Instructional Rounds to de-privatize instructional practices and to create a culture of trust and collaboration
5. Reflection

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principal, Instructional Support Teacher Leader	0.7 5	40	45	Instructional Coaches, Teachers, and Administrators	School Entity	No

The knowledge gain will include skills and strategies that will specifically target improvement of student achievement needs as identified in PSSA and Benchmark data. Beginning with learning, teams of teachers will address a problem and develop objectives that will allow students to reach an attainable, but rigorous goals. Simultaneously, teachers will engage in trainings that promote:

Knowledge

1. Reflective Dialogue
2. De-Privateization of Teaching Practice
3. Collective focus on student learning
4. Collaboration among Members

5. Shared Norms and Values

Research suggests that well developed PLCs have a positive impact on both teacher practice and student achievement.

The best practice base will include, but is not limited to:

- Balanced Literacy (embedded across content area)
- Instructional Rounds and Reflection that includes Relevant and Continuous Teacher Learning
- Interpreting and using Data to make Informed Instructional Decisions
- Book Studies/Articles

Supportive Research

Research suggests that using data to make informed instructional decisions increase student achievement.

Our Data Plan includes but is not limited to:

SAP and Leadership Data Team

- Meet at least 10 times a year
- Members: Grade-level teachers, plus one of the following: administrator, counselor, IST teacher, reading specialist, ESL teacher, other as appropriate
- Data used: Universal Screenings
- Analyze data to address effectiveness of Core Programs

- 1) Identify group(s) of at-risk students and set goals for the group(s)
- 2) Identify areas of curriculum adjustment for coming quarter to address planning for differentiation in large group instruction
- 3) Identify students that need Tier 2 intervention

Grade Level Data Teams

- Meet monthly
- Members: Grade-level teachers, building specialists/IST team members as needed
- Data used: Tier 1 data (ongoing classroom based assessments), Tier 2 intervention data
- Analyze data to:
 - 1) Discuss progress of students within current reading program or counselor groups
 - 2) Identify students making/not making sufficient progress within Tier 2
 - 3) Determine appropriateness of supports
 - 4) Analyze supports implemented and determine if changes are necessary to the plan

SAP/Progress Monitoring Data Teams (*tiers II & III*)

- Meet as needed, at least monthly
- Members: May include any of the following: Instructional Support teacher, reading specialists, special education teacher, regular education teacher, guidance counselor, principal, assistant principal, other specialists depending on indicated need (Student Assistance team member, speech therapists,

occupational therapists, physical therapists, assistive technology consultants, behavioral consultants)

- Data used: Information previously collected, including specific student response to intensive intervention plan
- Analyze data to:
 - 1) Develop and implement an individualized intervention plan
 - 2) Use data to determine response to interventions, (in terms of learning rate, and level of performance)
 - 3) Determine, based on all accumulated data, if a referral for special education evaluation is indicated

SAP/Progress Monitoring Check List to ensure efficiency and effectiveness

SAP/Progress Monitoring Team Checklist

Toby Farms Intermediate School **Grade** __ **Date** _____

Before the Meeting

- ___ Prepare data in a teacher friendly format
- ___ Send data to teacher in advance
- ___ Decide who is permanent facilitator

___ Assign a scribe

___ Arrange for meeting logistics

Team Accesses District-Provided Data Sets

___ View skills critical to meeting standards

___ Identify which students have attained skill

___ Identify which students are developing skill

___ Identify which students are deficient

Team Identifies Current Performance of Grade Level

___ Determine % at risk

___ Determine % some risk

___ Determine % low risk

Team Sets Measurable Goal

___ Create a brief statement describing expected attainments of group

___ Set a deadline or target date

___ State goal as “% of students making x progress toward identified benchmark”

Team Selects Instructional Strategies

___ Brainstorm specific ideas for teaching to the target skill

___ Focus on scientifically-validated strategies

Team Analyzes Instructional Strategies

___ Analyze strategy according to evidence-base

___ Analyze strategy according to practicality

___ Analyze strategy according to availability of materials to implement

Team Selects and Agrees to Implement Strategies

___ Select a strategy to implement

___ Agree to implement the chosen strategy

Team Plans Logistics of Strategy

- Determine how to assist teachers in learning the strategy
- Determine who will locate or create instructional materials
- Plan for self-monitoring of use of strategy
- Plan for how to make sure EVERYONE uses the strategy
- Determine how to make sure everyone is on track
- Set time to create/adapt materials
- Determine who can help with implementation
- Discuss strategies for teaching chosen strategy to novice teachers

Team Identifies Which Students Will Need More Frequent Assessment

- Identify most deficient students
- Identify “stalled” students
- Identify how progress will be measured
- Identify who will complete the assessment

Team Sets Next Meeting Date

___ Set a date for the next meeting

___ Set a time for the next meeting

___ Set a location for the next meeting

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
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For school and district administrators, and other educators seeking leadership roles:	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
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Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Related Service Personnel Parents	Grade Levels	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Toby Farms Intermediate School in the Chester-Upland SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Toby Farms Intermediate School in the Chester-Upland SD for the 2014-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concern from past the year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

Behavioral support plans, initiatives and accountability check-in have been established for students. The frequency of documented, and observed student infractions have decreased as a result. Class sizes were reduced with additional Teacher who was utilized to support targeted SGI in the area of math.

Because the CUSD implemented weekly focused opportunities for professional development, grade group and content area meetings were able to have opportunities to collaborate planning, analyze data and discuss effective instructional strategies. Topics such as SGI, Differentiation and REading and Writing across the curriculum were areas of focus. Teachers were considered to be low performing or "Focus Teachers" utilized strategies learned and showed evidence in their lessons as the school year progressed. Exemplar teachers were able to share strategies and examples during professional development, offer mentoring and collaborative opportunities and host gallery walks with the purpose of highlighting best practices during professional development days.

The roster was revised and teachers were required to walk their students to and from classes to support less movement throughout the building. Our 6th grade teachers taught both Science and Social Studies so cross-curricular lessons were attainable.

Describe the continuing areas of concern from the past year.

Students in grades 6-8 have consistently underperformed in the areas of Reading and Math according to PSSA and Benchmark data analyzed during the 2016/2017 school year.

Differentiated instruction expectations and a professional development plan needs to be communicated, implemented and evaluated to increase student success.

Increase in students performing low on the Benchmark assessments

Additional professional development is needed to ensure teacher understanding in the following areas:

Understanding student data from various sources

Infusing eligible content and PA Common Core State Standards

Extended learning opportunities that enhance classroom lessons

Describe the initiatives that have been revised.

Intervention periods have been revised and supported with increased administration monitoring and supports to ensure that all implemented intervention programs are presented with fidelity and accountability. Revisions of homogenously taught small groups are supported through rostering and data. Ensuring materials to support a cohesive and equitable intervention program are available to eliminate barriers to successful instruction. A professional development plan will be communicated to staff and implemented on a building level. Focus areas will be communicated weekly with consistent weekly follow-up and feedback. Lesson plan will be monitored weekly with feedback to ensure that areas of focus during walk-throughs are evident that they are being used as best practices and implemented with fidelity.

2015-2016 Improvement Evaluation

Describe the success from the past year.

There were several successes from this past year that are inclusive of instruction, climate and scheduling. The daily intervention block was designed and implemented in the first period of the school day (9:00-9:40) to target all student groups in intensive, strategic, grade level or enriched levels in reading and math. Teachers were provided several resources to ensure the consistent implementation of standards aligned curriculum. Resources from PAARC, SAS, previous released items, curriculum, district and teacher resources were implemented. Lessons for intervention strategies were modeled for teachers in grade group meetings by model teachers, lead teacher and administration. The staff roster was designed so that teachers could have common preparation periods and meet by content areas. Common planning time allowed teachers to adjust flexible groupings for small group instruction, collaborate as a team and adjust lessons through shared discourse. During the meetings this year, lead teacher, central office support staff and school administrators were able to use this time to interpret and facilitate discussions about data analysis that support classroom instruction and district initiatives. After examining student work teachers used TDQs to elicit responses from students to support the text. Teachers were given time to examine model teachers for their area of development. Elective courses were designed for eighth grade students to have the opportunity to select courses of interest that prepared them for ninth grade such as Financial Literacy; this empowered students to have a student voice in their education. As part of our school culture, C-Pride Incentive program was implemented to build a positive school culture that supported rewards, consequences and incentives. Teachers and students were empowered to participate into the process. Students' self-esteem was increased due to any gains made in the areas of attendance, academics, participation, and positive behavior.

Describe the continuing areas of concern from the past year.

An area of concern that exists is that lessons are not differentiated to support students' needs through small group instruction. Also, the use academic language through the use of higher order questioning via Webb's Depth of Knowledge is not consistent in most classes. Teachers need professional development on engaging all students for bell-to-bell instruction and effective planning.

Describe the initiatives that have been revised.

The initiatives that have been revised are two-fold starting with CUSD district-wide initiative weekly school-based professional development for teachers. Professional Development is tentatively scheduled for Tuesdays. During this time principals, teacher

leaders, and central office staff will design professional development that meets the needs of each school determined by student, parent, school, district data, teacher and student surveys. Teachers will be supported through classroom informal and formal visits as per the feedback provided after visits and professional development plans. Grade Group meetings will be designed at tiered-levels to support professional employees (PE) and temporary teachers (TPE). Additional Professional Development topics to be covered include Small Group Instruction, Student Engagement, Differentiation for all students (ELLs and SPED), Reading and Writing Across the Curriculum, Understanding Student Data from Various Sources, Infusing Eligible Content and PA Common Core State Standards. Teachers will receive training on the Danielson Framework for Effective Lesson Planning to fully ensure standards are aligned across the curriculum in all classrooms. Lesson Plan Lesson plans will be monitored weekly to ensure consistent implementation of standards-aligned curriculum across all classrooms for all students. Also, Extended Learning Opportunities will be extended to all students to address individual concerns in reading and math to improve student achievement.

The current roster will be revised to support less movement across the building for students so that non-content specific teachers can teach two subjects such as science/math and English/social studies in order to give more instructional time to teachers to teach personalize instruction for students in building relationships. By teaching in pairs teams of two where possible, teachers will be able to plan cross-curricular lessons and devote more time in differentiating instruction for small guided groups by utilizing student data from specific data from American Reading Company (IRLA data), PSSA and benchmarks.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

The roster was adjusted to allow grade group meetings to occur on a weekly basis as well as common planning time. Grade group meeting time was sacred time that was used to plan focused lessons or to provide taining/professional development based on analyzed student data. Data Driven Instruction - Weekly Grade Group Meetings to examine student work, analyze data and discuss effective instructional strategies and provide training on implementing the curriculum Peer Modeling and Peer Observations to share best practices and effective strategies school wide. Exemplar teachers will model strategies for marginal and struggling teachers. All teachers will participate in peer observations Teachers will meet weekly to examine student work, analyze data and discuss effective instructional strategies. Exemplar teachers and teacher leader will model effective instructional strategies and provide training on implementing the curriculum.

Daily intervention Block.

Support staff, teachers will conduct formal and informal assessments of new students in order to identify appropriate placement in the daily intervention block (9:00-9:40). Students are place in intensive, strategic, grade level or enriched reading/math. This will ensure the consistent implementation of standards aligned curricula across all classrooms for all students.

This daily intervention block strategy will allow for small group instruction, thus, targeting independant needs of students. Teacher grade group meetings and common planning time will impact overall instructional practices and improve teaching and learning.

Describe the continuing areas of concern from the first year plan.

Small Group Instruction must be more focused. Ongoing professional training must be given on how Small Group Instruction.

Danielson Framework for Effective Lesson Planning TO FULLY ENSURE

standards aligned curricula across all classrooms for all students **(Weekly Lesson Plan monitoring.**

Lesson plans will be monitored weekly to ensure consistent implementation of standards-aligned curricula across all classrooms for all students.) Extended Learning Opportunities - will be extended to all students to address individual concerns in reading and math to improve student.

Once teachers master effective teaching strategies/practices, it is expected that teaching and student leaning will improve.

Describe the initiatives that have been revised.

Training for instructional rounds

Exemplar teachers and teacher leader will model effective instructional strategies to address areas in which the school failed to make AYP. Peer modeling will assist novice and struggling teachers with strategies to increase students' skills in summarizing, identifying main idea, inferencing, using context clues and answering constructed response questions. Principal will design a schedule that mandates all teachers to conduct monthly observations.